

TITLE: 2023-24 State and National Mandated Testing
Calendars

NUMBER: REF-139909.2

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DATE: January 29, 2024

PURPOSE: The purpose of this Reference Guide is to provide the State and National testing calendars for the 2023-24 school year.

MAJOR CHANGES:

- This Reference Guide replaces REF-139909.1, 2023-24 State and National Mandated Testing Calendars, published on November 20, 2023.
- This Reference Guide announces an update to the California Assessment of Student Performance and Progress (CAASPP) summative testing window. Based on new guidance from the Superintendent’s Office, the CAASPP Summative testing window opens on April 22, 2024 and closes on May 24, 2024. This testing window is for all regular and make-up testing. Schools testing more than 1000 students may choose to start testing prior to April 22nd to meet the May 24th deadline. The TOMS testing window for schools testing more than 1000 students will open on April 8, 2024.

BACKGROUND: California school districts are required to administer mandated state and national assessments each year. Regulations for each assessment program are established by the designated governing body at the state and national levels. The California Department of Education (CDE) at the state level and the National Center for Educational Statistics (NCES) at the national level manage the development, coordination, and implementation of the mandated testing programs through the use of various test vendors.

The testing calendars in this Reference Guide were developed using the guidelines and timeframes established by the test vendors for each testing program and the program’s respective state or national governing body. School administrators are to meet with stakeholders responsible for planning the school’s calendar to establish the school’s testing schedule for each testing program. Schools must schedule all regular and make-up testing for

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each program on the dates or within the specified testing window(s) indicated in this document.

Test dates or testing windows are subject to change based on availability of testing materials, online applications, and changes in regulations governing each testing program. If a change in regulations or District policy takes effect after this Reference Guide is published, this document will be updated to reflect such a change.

INSTRUCTIONS: District and State guidelines and procedures for each program are included in the Administration Instructions prepared by the Student Testing Branch (STB). Administration Instructions, memoranda, and reference guides will include details regarding the ordering and the delivery of testing materials to schools, training requirements for school staff, test administration guidelines and procedures, and returning materials to the District. LAUSD publications should be used in conjunction with state manuals, Directions for Administration (DFAs), Preparing for Administration (PFAs), and Scripts for Summative Assessments released by the test vendors for each testing program.

District publications such as reference guides and memoranda are posted in e-Library at <https://my.lausd.net/webcenter/portal/LAUSD>. Administration Instructions are posted on the Coordinator Resources section of the STB's Webpage at <https://www.lausd.org/testing>. State publications and manuals are posted on the CDE or test vendor websites for each testing program. Web links for different testing programs are included in the Related Resources section of this document.

For the 2023-24 school year, California and Federal regulations require the implementation of the testing programs outlined below. Specific information about each testing program is provided. Testing windows for each program are provided in Attachment A of this document.

I. California Assessment of Student Performance and Progress (CAASPP)

CAASPP is California's statewide student assessment system and consists of four computer-based assessments. For the 2023-24 school year, the CAASPP system encompasses the following assessments:

- Smarter Balanced Summative Assessments for English Language Arts (ELA) and Mathematics

- California Alternate Assessments (CAA) for ELA, Mathematics, and Science
- California Science Test (CAST)
- California Spanish Assessment (CSA)

Each year, schools are responsible for notifying parents/guardians about their student(s) participation in the CAASPP system and of their option to excuse their student(s) from testing. Because the CAA for Science testing window opens in the fall, parent notification templates for this test were available in August 2023. Parent notification letter templates for the remaining summative CAASPP assessments will be available in winter 2024. Parent notification letter templates will be posted on the Coordinator Resources section of the Student Testing Branch website at <https://www.lausd.org/testing>. Parent/guardians who wish to exclude their student(s) from any or all parts of CAASPP tests must submit to the student's school a written request for the current school year.

For Smarter Balanced Summative Assessments for ELA and Math, CAST, CSA, and CAA for ELA and Math, the testing window for the District opens on April 22, 2024 and closes on Friday, May 24, 2024. This testing window is for all regular and make-up testing. Note that the testing window for individual schools opens on the day the first student logs into a CAASPP summative assessment. Schools testing more than 1000 students may choose to start testing prior to April 22nd to meet the May 24th deadline. The TOMS testing window for schools testing more than 1000 students will open on April 8, 2024.

Schools are required to input their Summative CAASPP testing schedule in the STB Portal. The Summative CAASPP Testing Schedule is due by Friday, March 1, 2024.

Smarter Balanced Summative Assessments

Student Participation: The Smarter Balanced Summative Assessments for ELA and mathematics are administered to students in grades 3-8 and grade 11. All students in the designated grade levels are required to participate, except the following:

- a. Students who participate in the CAASPP program by taking the CAAs as indicated on their Individualized Education Program (IEP).

- b. English Learners (EL) who are in their first 12 months of attending a school in the United States as of April 15 of the previous year are not required to take the Smarter Balanced Summative Assessment for ELA.

Content and Format: Each test consists of two sections, a Performance Task (PT) and a Computer Adaptive Test (CAT), also known as Non-PT. The CAT for ELA and mathematics include a range of item types such as selected response, constructed response, tables, fill-in, graphing, etc. The PTs are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards. Additional information is available at <https://contentexplorer.smarterbalanced.org/test-development>.

B. Early Assessment Program (EAP)

ELA and mathematics scores serve as an indicator of readiness for college-level coursework in English and mathematics and are used by the California State University and participating California Community Colleges to determine EAP status. Students automatically participate in the EAP when they complete the grade 11 Smarter Balanced Summative Assessments for ELA and mathematics. For more information regarding EAP, visit the California Department of Education website, <https://www.cde.ca.gov/ci/gq/hs/eapindex.asp>.

C. California Alternate Assessment (CAA) for ELA, Mathematics, and Science

The CAAs are designed for students with the most significant cognitive disabilities. Students are eligible only if an alternate assessment is indicated in their active IEP. However, before designating an alternate assessment for a student, IEP teams must review the guidance from the CDE to determine whether the CAA or the Smarter Balanced Summative Assessments would be the most appropriate assessment. Alternate Assessment IEP Team Guidance is available at <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>.

For English Learners (ELs), once students are identified for alternate assessment, they will then take the alternate assessment for all standardized State assessments, including the CAA ELA, Mathematics, and Science assessments, and the Summative

Alternate English Language Proficiency Assessments For California (ELPAC).

If CAA is not indicated in a student's IEP, the student is required to participate in CAASPP by taking the Smarter Balanced Summative Assessment for the student's grade level. If Alternate Assessment is designated by the IEP team in error, the school will have to amend the IEP to designate the appropriate test before the student is tested.

a. California Alternate Assessment (CAA) for ELA and Mathematics

Student Participation: The CAA for ELA and mathematics is administered to eligible students with significant cognitive disabilities in grades 3-8 and grade 11 whose IEPs indicate assessment with an alternate test.

Content and Format: The CAAs are based on alternate achievement standards aligned with the California State Standards in English and mathematics. These tests are computer-based and are administered in person and one-on-one by a test examiner.

b. CAA for Science

The CAA for science is for students with significant cognitive disabilities whose IEPs indicate the use of an alternate science assessment.

Student Participation: Students in grades 5, 8, and 11 whose IEPs indicate the use of an alternate assessment for science are required to participate in CAA for science. Eligible grade 12 students who have not taken the CAA for science in high school are also required to take the CAA for Science. Students repeating grade 12 are not eligible to take the science test even if they have not taken the test previously.

Content and Format: The CAA for Science tests are comprised of four embedded performance tasks. Each performance task is available as a separate test in the test delivery system, enabling the test examiner to administer

it in any order and at any time after a student has been taught the content related to the specific performance task. For this reason, the CAA for science testing window is different from the testing window for other CAASPP summative assessments. The CAA for science testing window opens in September 2023 and will close at the end of the CAASPP testing window.

D. California Science Tests (CAST)

Student Participation: Students in grades 5, 8, and 11 are required to participate in CAST. Grade 12 students who have not taken CAST in high school are also required to participate.

All students in the designated grade levels are required to participate. The only exception is for students who participate in the CAA for science as indicated on their IEP and students who are repeating grade 12 even if they have not taken CAST before.

Content and Format: The CAST is a computer-based test that consists of stand-alone questions as well as two or three performance tasks. Performance tasks require students to solve a series of related questions.

E. California Spanish Assessment (CSA)

Student Participation: The CSA is available to students who speak Spanish as their primary language and students who are learning Spanish as an additional language. In LAUSD, the CSA is administered to students who meet one of the following two criteria:

- Students in grades 3-8 who are enrolled in a Spanish dual-language program, regardless of their language classification, and/or
- Spanish-speaking English learners in grades 3-11 who have been enrolled in a U.S. school less than 12 months – from April 15 of the previous year.

Content and Format: The CSA is a computer-based assessment that is aligned to the California Common Core State Standards en Español. Students who meet the criteria to take the CSA will take the CSA in addition to other mandated CAASPP summative tests.

II. California Physical Fitness Test (PFT)

The FITNESSGRAM has been designated by the California State Board of Education as the Physical Fitness Test for students in California public schools.

Student Participation: All students enrolled in grades 5, 7, and 9 are required to participate. This includes students who are repeating a grade (5, 7, or 9) and students enrolled in alternate programs such as continuation school, independent study programs, Virtual Academies, Community Day School (CDS), and non-public schools. Students with physical disabilities who are unable to take all the physical performance tests shall be given as much of the test as his or her condition permits. Students not enrolled in a physical education class during the testing window because of a state-approved waiver for block scheduling are also required to test.

Content and Format: The FITNESSGRAM is composed of six fitness areas. However, since the 2021-22 school year, only five components are required (Aerobic Capacity, Abdominal Strength and Endurance, Upper Body Strength and Endurance, Trunk Extensor Strength and Flexibility, and Flexibility). The Body Composition and Body Composition Healthy Fitness Zone components were not required. The PFT Mass Score Entry screen in MiSiS was updated to accommodate the change.

III. Initial English Language Proficiency Assessment for California (ELPAC)

State and federal law require the administration of a State test of English Language Proficiency (ELP) to eligible students in kindergarten through grade 12. The Initial ELPAC is the required State test for ELP that must be given to students whose primary language is a language other than English. The Initial ELPAC must be administered within 30 calendar days of a student's enrollment in a California public school.

Newly enrolled students are assessed with the Initial ELPAC upon entry into a California school if either of the following are true:

- The response to any of the first three questions on the Home Language Survey (HLS) is a language other than English
- ALL the conditions listed below are true:
 1. Response to each of the first three questions on the HLS is English, and
 2. Response to question number four is other than English, and
 3. There is reasonable doubt as to the student's proficiency in English.

Newly enrolled students in Expanded Transitional Kindergarten (ETK), Transitional Kindergarten (TK), or grades K-12 are to be assessed with the Initial ELPAC for the corresponding grade level. For ETK and TK, students will take the Kindergarten Initial ELPAC test. The Initial ELPAC has six grades/grade spans: K, 1, 2, 3–5, 6–8, 9–12.

IV. Summative English Language Proficiency Assessment for California (ELPAC)

Continuing ELs are to be assessed with the Summative ELPAC as described below until they are reclassified.

- All currently identified ELs enrolled in grades K-12. ETK and TK students will take the Kindergarten ELPAC.
- Retained students are to be tested with the level of the test for their enrolled grade. The Summative ELPAC has seven grades/grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12.

The Summative ELPAC has four reporting domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is used to measure a student's progress in learning English and to identify the student's level of ELP.

Per CDE guidelines, the administration of the 2023-24 Summative ELPAC assessment must occur within the state testing window (February 1 through May 31, 2024). To ensure testing is completed in a timely manner and considering the CAASPP Testing window, the Multilingual and Multicultural Education Department (MMED) established the following test administration timeline.

2/1/24 - 3/22/24	Summative ELPAC and Summative Alternate ELPAC Grades 3-12: - Test all eligible students enrolled at the school
4/2/24 - 5/3/24	Summative ELPAC and Summative Alternate ELPAC Grades ETK/TK/K, 1, and 2 - Test all eligible students enrolled at the school - A school may choose to assess K-2 students prior to this date based on school needs to meet the May 3, 2024 deadline.
2/1/24 - 5/30/24	Schedule make-up sessions as needed throughout the state testing window.

NOTE: Schools that wish to receive scores before the summer should plan on testing students in February, March, and early-April.

Schools are required to input their Summative ELPAC testing schedule in the STB Portal. The Summative ELPAC Testing Schedule is due by Friday, January 19, 2024.

V. Alternate English Language Proficiency Assessment for California (ELPAC)

The Alternate ELPAC is the state ELP assessment for California public school students identified with the most significant cognitive disabilities whose individualized education program (IEP) indicates the use of an alternate assessment. The purpose of the Alternate ELPAC is twofold: (1) the Initial Alternate ELPAC provides information to determine a student’s initial classification as an EL or as initial fluent English proficient (IFEP) and (2) the Summative Alternate ELPAC provides information on student annual progress toward ELP and support decisions for students to be redesignated fluent English proficient (RFEP).

The Initial Alternate ELPAC provides information to determine a student’s initial classification as an EL or as initial fluent English

proficient (IFEP). Additional information about the administration of the Initial Alternate ELPAC will be included in the 2023-24 Initial ELPAC Administration Instructions scheduled to be published in August 2023. Before designating an alternate assessment, IEP teams must review the guidance from the CDE in determining whether the Alternate ELPAC or Summative ELPAC would be the most appropriate assessment. Alternate Assessment IEP Team Guidance is available at <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>. Note that students in grades 3-8 and 11-12 who are assigned the Summative Alternate ELPAC will take the alternate assessment for all standardized State assessments, including the CAA ELA, Mathematics, and Science assessments.

If Alternate ELPAC is not indicated in a student's IEP, the student is required to take the default Initial and Summative ELPAC. If Alternate Assessment is designated by the IEP team in error, the school will have to amend the IEP to designate the appropriate test before the student is tested.

VI. National Assessments

National Assessment of Educational Progress (NAEP)

NAEP is a congressionally mandated project administered by the National Center for Educational Statistics (NCES), within the Institute of Education Sciences of the U.S. Department of Education. NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas.

NAEP uses a carefully designed sampling procedure for the assessment to be representative of schools and students in the United States based on characteristics such as school location, minority enrollment, level of school achievement, and average income of the geographic area. Therefore, schools with a unique student population may be selected each assessment cycle. Moreover, to ensure that the student sample represents students from large and small schools in the appropriate proportions, large schools are more likely to be selected than small schools.

LAUSD schools selected to participate in the NAEP 2023-24 assessment cycle will be notified by the CDE. Selected schools will administer the assessment in grades four, eight and twelve. Selected

students in each grade level will be assessed in one subject area—mathematics, reading, or science.

RELATED RESOURCES:

- EAP – <http://www.cde.ca.gov/ci/g/hs/eapindex.asp>
- CAASPP – CDE <http://www.cde.ca.gov/ta/tg/ca/>
- CAASPP – ETS <https://www.caaspp.org/>
- PFT – <http://www.cde.ca.gov/ta/tg/pf/>
- ELPAC – CDE <http://www.cde.ca.gov/ta/tg/ep/>
- ELPAC – ETS <https://www.elpac.org/>
- NAEP – <https://nces.ed.gov/nationsreportcard/>

ATTACHMENTS: Attachment A--2023-24 State Testing Calendar

ASSISTANCE:

- Student Testing Branch (213) 241-4104 – <http://achieve.lausd.net/testing>
- Division of Instruction (213) 241-5333 – <https://achieve.lausd.net/instruction#spn-content>
- Multilingual and Multicultural Education Department (213) 241-5582 – <https://achieve.lausd.net/mmed#spn-content>

2023-24 STATE TESTING CALENDAR

TESTS	Testing Window(s)	Elementary Schools	Middle Schools	High Schools
Initial ELPAC	8/15/23 – 6/5/24	ETK/TK/K-6	6-8	9-12
Initial Alternate ELPAC	8/15/23 – 6/5/24	ETK/TK/K-6	6-8	9-12
CAA for Science ¹	9/19/2023 – 5/24/24	5	8	11 or 12
NAEP	1/29/24 – 3/8/24	4	8	12
Physical Fitness Test (PFT)	2/1/24 – 3/18/2024	5	7	9
Sum. ELPAC and Sum. Alternate ELPAC (Gr. 3-12) ²	2/1/24 - 3/22/24	3-6	6-8	9-12
Sum. ELPAC and Sum. Alternate ELPAC (Gr. K-2) ²	4/2/24 – 5/3/24	ETK/TK/K,1,2	-	-
SBA for ELA and Math ³	4/22/24 – 5/24/24	3-6	6-8	11
CAA for ELA and Math ³	4/22/24 – 5/24/24	3-6	6-8	11
CAST ^{1,3}	4/22/24 – 5/24/24	5	8	11 or 12
CSA ³	4/22/24 – 5/24/24	3-6	6-8	9-12

¹ Grade 12 students who have not taken CAST or CAA for Science in high school will be required to take CAST or CAA for science in the 2023-24 school year. Students repeating grade 12 are not eligible to take the CAST or CAA for Science.

² Newly identified EL students, newly enrolled eligible students, and students who were not able to complete all domains by the due date must be tested by the close of the State testing window (May 31, 2024).

³ Schools testing more than 1000 students may choose to start testing prior to April 22nd to meet the May 24th deadline. This testing window is for all regular and make-up testing. The TOMS testing window for schools testing more than 1000 students will open on April 8, 2024.

IMPORTANT: Dates are subject to change based on availability of online applications, testing materials, and/or changes in regulations.